DOCUMENT RESUME

ED 251 660 CE 040 269

AUTHOR Nickse, Ruth S.
TITLE The College Work-Study Adult Literacy Project.
INSTITUTION National Association of Student Employment Administrators.
PUB DATE Sep 84
NOTE 44p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Education; *Adult Literacy; Adult Programs; Colleges; *College Students; Demonstration Programs; Higher Education; Illiteracy; Institutional Cooperation; *Literacy Education; School Community Relationship; *Student Employment; *Tutorial Programs; *Work Study Programs
IDENTIFIERS *College Work Study Program

ABSTRACT

In academic year 1983-84, 19 postsecondary institutions participated in adult literacy projects under the Federal College Work Study (CWS) Program as part of the National Adult Literacy Initiative. (This report presents data from the 18 projects that returned questionnaires.) Approximately 256 college students tutored in reading, writing, math, and English as a second language or assisted in other jobs related to the delivery of literacy services at sites on and off campus. More than 8,200 adults benefited either directly or indirectly from the demonstration projects. Participating colleges/universities recruited, selected, hired, and trained literacy workers, let a collaborating agency do this, or did it jointly. Recruitment of adult participants was often the task of the collaborating agency. The type of training and inservice varied with job responsibilities, with most having a general orientation and specific task-related training. Major problems included the timing of the initiative, which made selection of eligible students difficult, and locating the matching funds and institutional expenses other than the match. Participating academic institutions, college students working on the projects, and communities all benefited from the project. Increases in skills, self-confidence, and motivation were noted in adults who received services. (Names and addresses of participants are appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED251660

THE COLLEGE WORK-STUDY ADULT LITERACY PROJECT

A SURVEY BY

THE

NATIONAL ASSOCIATION OF STUDENT EMPLOYMENT ADMINISTRATORS

CONDUCTED BY

RUTH S. NICKSE PH.D

BOSTON UNIVERSITY

BOSTON, MASSACHUSETTS

CE046269

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SEPTEMBER

1984

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

RNickse

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	Page
ABSTRACT	
Institutions Participating in Adult Literacy Projects	i
Profiles of Projects	ii
College Work-Study Program Description	iv
Acknowledgements	1
The College Work-Study Adult Literacy Project	2
Introduction	2
Methodology	3
Institutional Information	4
Project Descriptions	5
Program Administration and Staffing	6
College Literacy Workers' Profiles	7
Literacy Workers' Employment Information	9
The Training of the Literacy Workers	11
Reflections of some Literacy Workers	12
Costs of the Literacy Projects	15
Sources of Funds for Literacy Projects	16
Problems Encountered by the Projects	18
Impacts of the Literacy Project College/University Perspective	20
Adults served by College Literacy Projects	22
Comments of Participating Institutions	25
APPENDIX A: Program Directors at Institutions in the College Work-Study Literacy Project	28
APPENDIX B: Institutional Participants and Community Collaborators	30
APPENDIX C: The National Adult Literacy Initiative	33
APPENDIX D: National Association of Student Employment Administrators Purposes and Goals	35

ABSTRACT

The College Work Study Literacy Project is a demonstration program developed by the U.S. Department of Education to assist in the reduction of adult illiteracy in the United States. It is part of the National Adult Literacy Initiative, a collaborative effort announced by President Reagan and Secretary Bell in September 1983. Eighteen colleges or universities representing each geographical region are sponsoring adult literacy programs or are collaborating with literacy training programs already established in their communities. The National Association of Student Employment Administrators (NASEA) sponsored the following survey which describes the demonstration projects at the end of academic 1983-84, the first year of their operation. The survey was funded by the U.S. Department of Education.

Results of the study support benefits of adult literacy programs to academic institutions and to the college students working in the projects, as well as increased literacy services delivered in communities and to the poorly skilled adults who receive instruction.

Approximately 256 college students are tutoring in reading, writing, math and English-as-a-second language, or assisting in other jobs related to the delivery of literacy services at a variety of sites on and off-campus, in schools, community organizations, libraries, and literacy councils. More than 8200 adults benefited either directly or indirectly from the demonstration projects in the first year of operation. Academic institutions enthusiastically report improved relationships with their communities and new collaborations with agencies as a result of participation in the demonstration. All institutions surveyed agree unanimously that adult literacy work is valuable as a work experience for college students, that it

develops both new job skills in tutoring and clerical work and personal characteristics of compassion, leadership, and self-knowledge.

As well as an increased recognition of the adult illiteracy problem, college students employed or volunteering in the literacy project benefit from new learnings about their community and increased awareness of cultural diversity. The majority of institutions report an increase in motivation and commitment on the part of the college student, in addition to closer ties to faculty and others. About a third of institutions report a better adjustment of students to college life as a result of experiences as adult literacy workers.

Major problems include the timing of the Initiative which made selection of eligible students difficult; to a lesser extent, the staff time needed for planning and implementing of the projects; and some difficulties related to locating a source of funding for institutional expenses involved in the project, including the matching funds required by the Federal CWS Progam.

Continuation of the majority of projects (10 of 18) is contingent upon a continued federal commitment. Eight projects perceive the literacy effort of considerable benefit to their institutions and to college work study students and will attempt to conduct programs if federal money is not available. Since there are institutional costs involved in providing literacy services to communities, this commitment attests to the soundness of the concept of the use of college work study students in the constant effort to improve adult literacy.

There are more than 3400 colleges and universities in the NASEA network. On the basis of the experience of this small sample, their participation in adult literacy efforts can be encouraged, and should be supported.

Institutions Participating in

Adult Literacy Projects

1983-1984

Augsburg College - Minneapolis, Minnesota

Boston University - Boston, Massachusetts

College of St. Thomas - St. Paul, Minnesota

Columbia University - New York, New York

Deleware County Community College - Media, Pennyslvania

Kansas Newman College - Wichita, Kansas

Laredo Junior College - Laredo, Texas

Macalester College - St. Paul, Minnesota

Miami-Dade Community College - Miami, Florida

Morris Brown College - Atlanta, Georgia

Portland Community College - Portland

Princeton University - Princeton, New Jersey

Texas Southmost College - Brownsville, Texas

Texas Southern University - Houston, Texas

University of Illinois at Chicago Circle - Chicago, Illinois

University of Southern California - Los Angeles, California

Wayne State University - Detroit, Michigan

State University of New York at Brockport - Brockport, New York

COLLEGE WORK STUDY LITERACY PROJECT PROFILES

The Boston University Adult Literacy Initiative (BUALI) is planning an intergenerational reading project for academic year 1984-85. Poorly skilled adult readers and their children will share reading activities, guided by the BUALI CWS literacy tutors.

Columbia University plans "the same level of involvement" as in 1983-84.

College of St. Thomas will use carry over money ("but we won't be able to continue once these dollars are expended without additional help").

Laredo Junior College plans to continue its literacy project.

Macalester College, Augsberg College, and the College of St. Thomas in Minnesota collaborate with the Minnesota Literacy Council Inc. and B. Dalton Bookseller as the Twin Cities Coordinating Committee for adult literacy efforts.

Morris Brown College "has the facilities, capabilities and willingness to help the 250,000 people in Atlanta who don't have the basic reading and writing skills they need to lead productive lives."

Portland Community College "will continue to operate at current level on two campuses; hope(s) to expand tutoring at two remaining sites." Its executive committee has representatives from public, private and non-profit sectors including Oregon Literacy, Inc; B. Dalton Bookseller; Ockley Green Community College; Oregon Department of Education and Oregon State University Department of Post-secondary Education.

Princeton University will "expand its program" if monies are available.

State University of New York at Brockport uses four off-campus and one on-campus site; plans "to expand its program" (if monies are available).

Texas Southern University collaborates with the Houston Public Library and uses four branch libraries as off-campus sites.

Texas Southmost College has placed literacy workers in 17 off-campus sites through its collaboration with the Brownsville Independent School District Adult Basic Education Bureau.

University of Illinois at Chicago has an "on-going training program" and "will hire more tutors to secure more students" if federal monies are available.

University of Southern California has a unique collaboration with the California Conservation Corps. Their program is described by Michael Holzman in an article "Teaching Is Remembering" College English, Volume 45, No. 3, March 1984.

Wayne State's Literacy Project Director and Coordinator serve on Michigan's State Adult Literacy Committee.

Delaware County Community College sponsors a "Learning Line," a special outreach and publicity effort designed to attract phone calls from those in need of literacy training. The college has also received a commitment of two sets of Basic and High School Skills Coursework from the Control Data Corporation for use in the Adult Literacy Project. With additional funds, it plans to provide instruction to an additional 150 people.

THE COLLEGE WORK-STUDY PROGRAM

Program Purpose

The primary purpose of the College Work-Study program (CWS) is to stimulate and promote the part-time employment of students. The program is designed for those students who have great financial need and who are in need of the earnings to pursue a course of study at an institution of postsecondary education. CWS is often times awarded to students with other forms of financial assistance. This enables students with the greatest need to meet their educational expenses without the necessity of incurring an unduly heavy burden of indebtedness. The program is also intended to broaden the range of worthwhile job opportunities for qualified students. Federal grants are made to eligible institutions which desire to participate in CWS.

Statutory Authority

The College Work-Study program was originally authorized by the Economic Opportunity Act of 1964. The Higher Education Amendments of 1968 (P.L. 90-575) transferred the statutory authority for the program to the Higher Education Act of 1965 (P.L. 89-329) as amended. CWS is currently authorized under Part C of Title IV of the Higher Education Act of 1965 as amended by the Education Amendments of 1968, 1972 and 1976.

ACKNOWLEDGEMENTS

The author, Ruth S. Nickse, Ph.D would like to acknowledge the National Association of Student Employment Administrators for its sponsorship and support of this project, and the U.S. Department of Education for its cooperation. B. Dalton Bookseller, and Jean Hammink of that organization provided resources and helpful advice.

Many thanks are owed to the eighteen participating institutions which contributed information about adult literacy projects. Without their cooperation, this report would not be possible.

Patricia McCarthy, Boston University participated in the data collection and analysis.

September 1, 1984
Boston University
Boston, Massachusetts

THE COLLEGE WORK STUDY ADULT LITERACY PROJECT

> The tutoring program is "an exciting and innovative means of utilizing an untapped student resource. It will help accomplish the goal of President Reagan's national initiative to raise the education level of an estimated 23 million American adults who are functionally illiterate."
>
> T.H. BELL

INTRODUCTION

On September 7, 1983 President Ronald Reagan and Education Secretary T.H. Bell announced a National Initiative to promote adult literacy in this country. One aspect of the Initiative is the employment of college students in adult literacy projects either on or off-campus under the Federal College Work Study (CWS) Program. Nineteen post secondary institutions participated in the adult literacy effort in academic year 1983-84 at the request of the U.S. Office of Education.

The National Association of Student Employment Administrators (NASEA) has completed this descriptive report of eighteen College Work-Study Adult Literacy Projects which are being conducted. The purposes of the survey are (1) to provide comprehensive information to funders about literacy projects; (2) to recognize the participating projects' literacy efforts; (3) to share information about literacy projects across campuses, (4) and to provide information to institutions which may want to develop similar projects.

METHODOLOGY

The report is based on data collected from a questionnaire which was distributed by NASEA during the Spring of 1984. Eighteen of the nineteen* projects surveyed returned completed questionnaires.

The 30 item questionnaire was developed with a grant from B. Dalton Bookseller. Data were analyzed and the report written at Boston University. Information detailed in this report includes demographic data on the participating colleges and universities; literacy program descriptions; operational costs; problems encountered; project impacts; and data on the adults served by the literacy projects.

The study is descriptive: it relates how these unique literacy efforts link together colleges and communities to achieve mutual goals of improvement in adult literacy at the same time providing an unusual and meaningful work experience for college students. Although most institutions completed the survey, some data is omitted because it was unavailable to the respondants. In several instances questions were unclear and as always is the case in surveys, the ingenuity of the respondants resulted in answers that are difficult to interpret. However, there is much information reported and it is as reliable as the data provided. Participating institutions are to be thanked for taking the time to complete the survey.

*The University of Denver did not respond to the request for information.

INSTITUTIONAL INFORMATION

Colleges and universities participating in the literacy project are located across the nation, with major areas of the states represented; East, West, North, South and Central. The pilot institutions, selected on the basis of experience in and commitment to combating adult illiteracy include: Augsburg College (Minneapolis, MN); Boston University (Boston, MA); College of St. Thomas (St. Paul, MN); Columbia University (New York, NY); Delaware County Community College (Media, PA); Kansas Newman College (Wichita, KA); Laredo Junior College (Laredo, TX); Macalester College (St. Paul, MN); Miami-Dade Community College (Miami, FL); Morris Brown College (Atlanta, GA); Portland Community College (Portland, OR); Princeton University (Princeton, NJ*); Texas Southmost College (Brownsville, TX); Texas Southern University (Houston, TX); University of Illinois at Chicago (Chicago, IL); University of Southern California (Los Angeles, CA); Wayne State University (Detroit, MI); and State University of New York (Brockport, NY). Appendix A lists the complete addresses and project directors.

Of these, eight are public institutions, ten are private. The institutions are varied in type, with six four-year universities, seven four-year colleges and five two-year colleges represented. Thirteen of the institutions describe themselves as "urban", three as "suburban" and one as "rural." In geographic location and type of institution, those participating in the project represent a diverse sample in higher education.

PROJECT DESCRIPTION

In academic year 1983-84, 256 College students have been involved in the literacy projects. Of these 229 are work-study eligible, and 27 volunteered on the project and are non-work study students. Of the total, the majority

*Princeton University, although not part of the pilot project, implemented a literacy project, and elected to have its program statistics used in this report.

(174) are employed as one-to-one tutors of adults, with 44 employed in small group instruction. Other job titles used to describe student activities include classroom assistants (11 persons); testing assistants (9); assistant trainers (8); clerical support (8); and interns (7). In addition two students are employed as student coordinators of the project. Because the college students have different job titles and responsibilities this report will refer to those employed or volunteering in these projects as "literacy workers."

The tasks literacy workers are doing include those that are related to academics (teaching basic literacy and math, English-as-a-second-language (ESL), and humanities; doing diagnostic testing and materials development; and tutoring or group instruction). They are also employed at other duties related to operating literacy programs including clerical work and referrals; fund raising; and staffing booths at literacy conferences.

Projects report that these employment activities are occurring at a variety of sites including college or university sites (9 responses); in community based agencies (9); public schools (8); adult ABE centers (6); libraries (4); literacy councils (4) and additional locations such as hospitals, prisons, churches, and through the California Conservation Corps Center and the Boys Club of America.

In general, participating colleges/universities take major responsibilities for developing and administering the literacy projects, although there is good evidence of collaboration in tasks associated with the projects. For example, all the participating academic institutions recruit appropriate college work study students for the projects except one, which relies on a collaborating agency to do this. The majority of institutions (13 responses) select and hire literacy workers, the remainder either let the collaborating agency do this (4) or do it jointly. As far as training the

literacy workers, about half (8) train their students, while a number of projects rely on the collaborating agency to do this (7) and the remainder (3) do joint training of literacy workers. Sixteen colleges and universities report acting as paymaster for student wages. The academic institutions also take primary responsibility for publicizing the program, monitoring and evaluating students and recording participant progress, although in these three areas there is again evidence of joint responsibility, or the collaborating agency assumes these tasks.

Recruitment of adult participants in the literacy projects is most often the task of the collaborating agency (11 responses). Sometimes it is a joint activity and at least six colleges/universities also recruit for the literacy programs. One of the most important responsibilities in administering these projects is a financial one, that of paying the "matching share" of wages as required by the Federal College Work-Study Program. Given the late timing of the national initiative, it is perhaps not surprising that the majority of colleges/universities (11 responses) indicate that they paid the "match" for this first year of the literacy projects. In three cases agencies paid the match.

PROGRAM ADMINISTRATION AND STAFFING

College Work-Study Coordinators have had major responsibilities for program development, but have been assisted by others, including faculty, graduate student coordinators, and community collaborators. Respondants indicate that the 18 projects are the responsibility of a number of persons, including 33 administrators, 23 faculty members, and 21 graduate student coordinators who have some kind of administrative assignment to the literacy projects. Thirteen projects have involved a faculty person in reading or adult education in the implementation of the project.

Many projects have been organized in collaboration with community groups. See Appendix B for a list of these. An interesting partnership emerged as three colleges in Minneapolis/St. Paul Minnesota worked together to establish Partnerships in Literacy (Augsberg College, College of St. Paul; Macalester College.) Many projects also indicate advisory boards which are further evidence of cooperative planning.

COLLEGE LITERACY WORKERS' PROFILES

Colleges and universities recruit students who meet work-study eligibility requirements, and in several cases, also consider other cultural and personal characteristics for this sensitive human service work. While the majority of college student literacy workers are female (151), 105 males work in these projects. All academic class levels are involved, with an indication that sophomores are predominantly represented, followed by juniors, graduate students, freshmen and last, seniors. The ethnic backgrounds of the college literacy workers, although not reported by all programs, are varied, with about equal numbers of blacks and whites represented and fewer hispanics, Asians, and other minorities employed.

The academic majors of the literacy workers are predominantly in the fields of liberal arts, science and engineering, and business. Table 1 reports this distribution.

TABLE 1

ACADEMIC MAJORS OF LITERACY WORKERS
N=204*

Academic Major	Number of Students Reported
Liberal Arts	94
Science/Engineering	47
Business	27
Education	9
Law	6
Social Services	5
Administration of Justice	4
Nursing/Radiology	4
Languages	3
Public Relations	2
Communications	2
Physical Therapy	1

*incomplete data

LITERACY WORKERS EMPLOYMENT INFORMATION

College students working in the literacy projects are employed on the average 8.2 hours a week. Most frequent responses are in the category "employed 6 to 8 hours a week" (7 responses) and "9 to 11 hours a week" (6 responses).

Because of the timing of the Initiative and the design of particular projects, the start-up dates and thus the number of weeks students are employed in projects varies. Five projects became operational in the Fall of 1983; two in the Winter of 1983-84; and eleven began operations in the Spring of 1984. Two projects report summer programs in 1984. Details of the number of weeks students were employed are included below.

TABLE: 2
DISTRIBUTION AND TOTAL WEEKS OF EMPLOYMENT IN LITERACY PROJECTS
(Academic Year Fall 1983 - Spring 1984)

Institution Name	Fall	Winter	Spring	Summer	Total
1. Augsberg			10		10
2. Boston University			16		16
3. College of St. Thomas			12		12
4. Columbia	12		16		28
5. Delaware			12		12
6. Kansas Newman			12		12
7. Laredo	19		18		37
8. Macalester			14		14
9. Miami-Dade			12		12
10. Morris Brown			16		16
11. Portland		10	10		20
12. Princeton	4		8		12
13. SUNY Brockport			14		14
14. Texas Southern		13	9	1	23
15. Texas Southmost	9		19		28
16. Illinois			10		10
17. USC	13		20		33
18. Wayne State		15	15		30
					339

The average number of weeks of employment offered by 18 institutions in the first year of operation is 18.8 weeks.

Although data on wages paid to literacy workers is incomplete with not all institutions providing information, a general picture of the job categories and range of hourly wages can be presented. Table 3 reports this data.

TABLE 3
LITERACY WORKERS JOB CATEGORIES AND HOURLY WAGES
N = 244

Job Category or Title	# of institutions response	Hourly Wage Range	# of students employed
one-to-one tutors	7	$3.35-3.99	66
	6	$4.00-4.99	38
	4	$5.00-5.99	72
small group instruction	3	3.35-3.99	15
	1	4.00-4.99	12
	1	5.00-5.99	1
assistant trainers	1	4.50	8
student coordinators	2	4.75-5.00	2
testing assistants	2	3.35-3.99	4
	1	4.00-4.99	1
clerical support	5	3.35-3.99	5
	1	4.00-4.99	1
	1	5.00-5.99	1
	1	6.00-6.99	1
interns	2	4.00-4.99	5
classroom assistants	3	3.35-3.99	8
		4.00-4.99	4

The job category of one-to-one tutors accounts for 176 of the literacy workers who receive wages: 41% receive between $5.00-$5.99 an hour; 37.5% receive between $3.35-$3.99 an hour; and 21.5% earn between $4.00-$4.99 an hour. In addition to work assignments, literacy workers are often paid for training, (13 responses); in service, (10 responses); and lesson preparation (10 responses), with the hourly rate for these activities similar to that paid for the job category at each institution. For example, tutors paid $5.00 an hour for tutoring are also paid that rate for training, in-service, and lesson preparation.

THE TRAINING OF THE LITERACY WORKERS

The training of the literacy workers is done by several methods. In some instances the colleges or universities assume this responsibility and that of in-service training as well (8 responses). Community sites (3 instances) provide training and in-service; and Literacy Volunteer organizations are cited as assisting, too (10 responses). Some projects enlist the aid of State Department of Education representatives, and school district Adult Education Staff. Teachers in JETPA, GED and ABE classes, also assist in training.

The type of training and in-service varies with job responsibilities, with most having a general orientation, and then specific task-related training, as the table illustrates. Specific instruction in the teaching of reading, writing, and math absorbs the largest number of training hours (196) across institutions, with "general orientation" the next most important training activity.

TABLE 4
DISTRIBUTION OF TRAINING OF LITERACY WORKERS (IN HOURS)

	Institution**																	
Training Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total hours
General Orientation	2	2	2	12	12	3	5	2	10	8	6			3	4	3		2	73.5
Specific instruct. in reading, writing, math	8	18	10	20	6		5	10		28	45	45	16	3		24		3	196
Test administration				2	4	1	1			3			2	2		4		1	20
Clerical				2	5		1			2				2		1			13
Other		13			/									*4		/			17

*in service, on-going
**For name of institution, turn to Appendix A. Match institute number with institution name.

Six of the literacy projects have a college credit option; 12 do not. The amount of credit for literacy work granted varies from 1 to 4 credits, with the following distribution:

1 credit = 1 institution (Miami-Dade)
2 credits= 2 institutions (Boston University; Portland Community College)
3 credits= 2 institutions (Brockport; Macalester)
4 credits= 1 institution (Augsberg)

One institution (Morris Brown) is currently in the process of developing a credit option for students. Several institutions cite on-going in-service for literacy workers.

In addition to providing training, employment, and in some cases academic credit, institutions conduct literacy projects to publicize themselves and/or to recognize student literacy workers. Five institutions held literacy collaquia; four had guest speakers; twelve institutions had media coverage of their efforts; six had conferences; and two had banquets. Other activities include articles in college newspapers; additional representation of project director and coordinator on their states' Adult Literacy Committee; networking; and public relations efforts including letters, flyers, posters and phone calls.

REFLECTIONS OF SOME COLLEGE LITERACY WORKERS

Reflections on the tutoring job by one-to-one tutors* elicit some insightful comments which support the richness of their experience. When asked "What have you learned from tutoring?" literacy workers gave the following answers:

About Self

"I'm more flexible than I thought I could be"

"(I) feel lucky for (my) skills in comparison to others"

"(I) have sensitivities in terms of how people relate to me"

"(I) can't take someone and reshape them"

*Data from the Boston University Adult Literacy Initiative Project - (interviewer, Patricia McCarthy)

About Other Adults

"(I have an) incredible amount of respect for those who make (the) decision to admit what they've been trying to hide all along"

"Peoples' potentials are there, but not utilized"

"(I have) more of an understanding for the non-reader"

"There's a lot more to intelligence than academic grades"

About Education

"(I) never realized how the system can fail people--I always thought it was the parent"

"How difficult our educational system is and how lucky I was that I went to good schools"

"New respect and understanding for teachers"

"Teaching is more difficult than I thought. Public schools should reward teachers more if they want to keep them"

"How important it is to organize well and to be constructively critical of students"

"(It) amazes me how many people escape being discovered or helped"

"(The educational system) needs to be changed because it neglects the specific needs of some individuals."

About on the job learning

When asked what new skills/knowledge were learned on the job as one-to-one tutors, students comments speak for themselves.

"To teach people in a logical manner"

"To react positively and encouragingly"

"To teach reading--math--organize a lesson plan"

"To be more resourceful"

"To understand other peoples' life styles"

"Overall awareness of other people and their problems"

"To improve my own ability to learn."

About college work-study experience

And when asked how a "good work-study experience affects your life at the University?", the following comments were noted:

"It gives you a better outlook and you enjoy going to your job"

"If you have a good work-study experience, you have a nicer feeling about the university"

"(It) can help to reinforce what you're doing. Students know they count and have something to offer"

"Instead of work being the worst part of the week, it's one of the better things that happen."

COSTS OF THE LITERACY PROJECTS

The costs involved in conducting a literacy project are represented by a number of categories, primarily salaries and administration costs. Costs varied widely and the data is incomplete; however the following information gives some idea of the expenses encountered. Generally, the estimated percentage of costs of establishing and conducting the literacy projects are allocated as in the following table.

TABLE 5
ESTIMATED COSTS OF LITERACY PROJECTS BY PERCENTAGE

Category	Percentage of Total
Wages for Students	45.5%
Professional Staff Support	14.2%
Clerical Staff Support	6.0%
Student Staff Support (other than tutors)	7.6%
Transportation to Worksite	.9%
Seminars and Training	7.0%
Office Supplies (Mailings, duplicating, postage, etc.)	2.0%
Travel (professional staff)	2.0%
Supplies for Students	1.5%
Advertising	3.0%
Collaborating agencies	8.4%
Other	1.9%

By these estimated costs, it is clear that while the wages for literacy workers which are paid for through the CWS allocation represent the largest portion of the expenses, additional costs for program operation are more than half the total (54.5%). Dollar estimates spent for each budget category vary, and all institutions did not report this data. Thus it is difficult to report the "true dollar costs" of the literacy project.

The majority of participating institutions received an additional CWS allocation of $20,000. Because of the late timing, many projects were unable to disburse this amount, and plan to carry over funds for the Fall 1984 semester.

SOURCES OF FUNDS FOR LITERACY PROJECTS

Institutions indicate that funds for the literacy projects come from several sources with the following estimates reported by percentages.

TABLE 6
ESTIMATED SOURCES OF FUNDS FOR
LITERACY PROJECTS, BY PERCENTAGES

Category	Percentages
Federal CWS Allocation	46.5%
Institutional Support	25.1%
Local External Funding	10.1%
Grants/Gifts	12.2%
Collaborating Agencies/Other	6.1%

In many instances, institutional support involved payment of the "match", as well as in-kind contributions of professional salaries of faculty, administrators, and graduate assistants; office space and supplies; training monies; and often travel and advertising funds.

In several instances the institutional support exceeded the CWS allocation, since use of that allocation is restricted to direct salaries to CWS literacy workers. Fourteen projects report institutional support either in-kind or other cash contributions, which totals $157,748. Local external funding, reported by four institutions totals $9,186; grants/gifts, reported by five institutions totals $32,750; monies from collaborators received by two institutions ($5,550); and finally, three institutions report a total of $7,340 in money from "other" sources. Perhaps the experience of one institution (Deleware County Community College) is not uncommon.

"The Adult Literacy Project shows great promise. In just 17 weeks we have recruited, trained and placed 22 work-study tutors/aides who have directly assisted 120 adult learners, and who, through publicity efforts, have indirectly reached many more. Start up costs to the institution have been high ($5,187) relative to dollars expended on CWS to date ($4,000). However, total costs per learner served ($80.73) has been low and promise

to become much lower as critical mass is achieved. For this to happen, however, a part-time professional coordinator of the project must be retained! There is too much coordination, supervision, and liaison with external agencies for regular college staff to assume or for a student worker to successfully undertake. Therefore, we urge that a moderate administrator's budget be made available to colleges involved in this CWS Literacy effort."

PROBLEMS ENCOUNTERED BY THE PROJECTS

In several important aspects of project administration the majority of institutions report "no problems": in the training of students (14 responses); and in establishing community support and linkages (14 responses). Nor did recruitment of adult participants to receive literacy services emerge as a problem (13 responses). Locating a source of matching funds was "no problem" for ten sites, and six reported "no problem" in locating institutional expenses other than the match.

By far, the major problem cited by the demonstration project was the timing of this Initiative, mentioned by 12 institutions. Most had already made the CWS commitments for the Fall of 1983, and mentioned the difficulty of implementing the project related to poor timing, including the selection of appropriate and eligible students.

Two aspects of funding the projects, locating the matching funds and institutional expenses other than the match (when responses are combined), are cited as major problems (12 responses). Staff time needed for planning and implementation (12 responses), scheduling difficulties of CWS students (11 responses), and students dropping out of the program for reasons related to scheduling and transportation problems are reported as minor problems by ten sites.

The detailed responses to this question follow on Table 7.

TABLE 7
PROBLEMS ENCOUNTERED BY PROJECTS

	Major Problem	Minor Problem	No Problem	Does Not Apply
1. Timing of the CWS literacy initiative	12	2	3	1
2. Selection of eligible, appropriate CWS students	5	8	5	
3. Training of CWS students	1	4	14	
4. Existing community support	1	1	14	2
5. Establishing community linkages	1	3	14	
6. Locating source of "match" funds	6	1	10	
7. Institutional expenses (other than match)	6	5	6	
8. Staff time for planning, implementation	2	12	3	1
9. Scheduling difficulties of CWS students	3	11	4	
10. Location of site for project	1	4	11	1
11. Recruitment of adult participants	3	3	13	
12. Adult learners dropping out of program	1	8	6	1
13. CWS student dropping out of program	1	10	5	1
14. Other, specify. "CWS students dropped out because of class schedule and transportation home at night."				

IMPACTS OF THE LITERACY PROJECT - COLLEGE OR UNIVERSITY PERSPECTIVE

Results of the survey support benefits of adult literacy programs to participating academic institutions and to the college students working on the projects, as well as increased literacy services delivered in communities. More than 8,200 poorly skilled adults were impacted directly or indirectly from the project. Institutions report as positive benefits improved relationships with the community (13 responses); new collaborations with agencies (15 responses); impacts on literacy programs (11 responses) and new sources of funding (7 responses). No institution notes negative impacts on communities from participation.

All 18 institutions surveyed agree unanimously that adult literacy work is valuable as a work experience for college students, that it develops both new job skills in tutoring and clerical work, and develops desirable personal characteristics of compassion, leadership and self-knowledge. As well as increased recognition of the adult literacy problem among the college students, those who are employed or volunteer in the projects benefit from new learnings about their communities and increased awareness of cultural diversity. In the perception of the institutions, literacy workers show increased motivation and commitment, and closer ties to faculty and others.

A change in career choice or awareness among students is reported by eight institutions, and six note a better adjustment to college life as a positive effect.

TABLE 8

Literacy Projects' Impact - Institutional Perspective

Impact on CWS Students	Positive	Neutral	Little/ None	Negative	NA
1. New learnings about their community	16		2		
2. Develop new skills, eg. tutoring, clerical	17		1		
3. Develop personal characteristics eg. compassion, leadership, self-knowledge	18				
4. Better adjustment to college life	6	8	3		1
5. Closer ties to faculty/others	11	4	3		
6. Increase in motivation, commitment	14	3	1		
7. Change in career choice/awareness	8	5	2		2
8. Increased awareness of cultural diversity	16	1	1		
9. Increased recognition of adult illiteracy problem	18				
10. Valuable as a work experience	18				

Impact on Community	Positive	Neutral	Little/ None	Negative	NA
1. Improved relationships with community	13	4			1
2. New collaborations with agencies	15	2			1
3. New sources of funding	7	4	5		1
4. Impact on literacy program	11	4	1		1

ADULTS SERVED BY COLLEGE LITERACY PROGRAMS

While institutions and college students benefit in many ways from participation in the literacy projects, the primary beneficiaries are the adults with poor literacy skills who are served. The estimated number of adults impacted in 1983-84 by the 18 projects reporting is 8,224 persons. Of these, 2,534 were directly tutored one-to-one, and in small and large group instruction by the literacy workers. Additionally 5,690 persons benefited through indirect services provided by the literacy workers (one institution, University of Southern California estimates its program impacts on 5,000; this response accounts for the major portion of indirect impact.)

Although the numbers are incomplete the following table indicates the approximate skill level of the adults who receive instruction. English-as-a-Second-Language (ESL) services are a major effort of the college literacy workers, and are an important need among learners in adult basic education (ABE) and literacy programs, as the following table details.

TABLE 9
SKILL LEVEL OF ADULTS SERVED
(N=2,243)

Skill Level	Numbers of Adults Served
ABE (grade level 0-3)	378
ABE (grade level 4-8)	377
GED prep (grade level 9-12)	180
ESL Beginning	961
ESL Intermediate	162
ESL Advanced	185

The data in Table 9 accounts for 1,308 adults receiving English-as-a-Second-Language services, with beginning ESL instruction the most reported skill need. Adults with academic skills from 0-8th grade level who received

services total 755; those receiving assistance with secondary level skills instruction numbered 180 persons. Thus the literacy efforts would seem to be meeting those with needs at the elementary level of skills and in English language instruction.

When asked to report the impact that the literacy projects had on these adults who received services, collaborating agencies note an increase in skills (16 responses), self confidence (15 responses) and motivation (12 responses). Two agencies report that they "don't know" the impact of the projects on the adults served. One agency expressed concern that "the uncertainty of the programs' continuation is damaging to the tutor/student relationship," a problem expressed by several other projects as well. Institutions and agencies which collaborate in offering services note the following positive effects.

TABLE 10
EFFECTS OF COLLEGE LITERACY PROJECTS

Effects	Number of Responses
Increased Services	14
Expanded Outreach	13
Building linkages to the Community	13
Increased quality of services	11
Building linkages with Colleges/ Universities	11

When asked if their agency would continue this collaboration in academic year 1984-85, 13 replied that they would. Several note that the need for the program exists. Two commented that commitment to continuing the program is based on "availability of funds."

Comments from Adults Served by Projects

While the survey did not request information on the clients' perspective of the literacy projects, comments from some men and women tutored in reading in one project* are revealing and perhaps best summarize the impact of the projects.

Of their Tutors

"She (the tutor) always has the work done and everything ready. She does mostly everything I want her to do and we do other things, like go out to eat."

"The match (with the tutor) was great. I did want someone older, but I like what I got. She's down to earth, not a stuffed shirt, and she has a lot of patience."

On their literacy achievement/progress

"I don't feel so dumb anymore"

"I can read a few books now"

"I've got more self-confidence"

"My vocabulary has increased"

"I can use the dictionary"

"I feel kind of comfortable with a book"

"I feel a lot better about reading now"

"I can form letters of the alphabet"

"I'm seeing another part of me coming out that I didn't know before"

"I've always saved books I'm going to read one day. My spelling's better my reading's better; I'll read"

"I've got more self-confidence, I've waitressed, bar tended, made pizza, done lots of thing. But I never had confidence. I couldn't write orders down. I abbreviated everything and then remembered. I'm seeing letters become words, which is satisfying. More people should know about this program."

*Data collected by Patricia McCarthy, Boston University Adult Literacy Project.

COMMENTS OF PARTICIPATING INSTITUTIONS

"As is often the case with a peer program, it is sometimes difficult to evaluate who benefits more, the peer or the tutee. In this case it seems evident that both are benefiting!."

Delaware County Community College

"(We plan) same level of involvement as in 1983-84."

Columbia University

"We carried over our unused funds from 1983-84 and these will be used to complete our original commitment."

College of St. Thomas

"(We) are seeking additional funding for an intergenerational reading project."

Boston University

"(Our) program is too small at this time to have impact on literacy program. If funds are available the program will be expanded."

Princeton University

"Minor problems generally resulted from the timing of the initiative in relation to the beginning of fall term. (We) will continue to operate at current level on two campuses; hope to expand tutoring efforts at two remaining campus sites."

Portland Community College

"(Will) increase enrollment; (have) day and evening classes (and) use community centers as well as other social agencies, instructors, counselors."

Morris Brown College

"CWS student is not normally the type of student capable of this type of tutoring. Hopefully it will not be just CWS money, but money than can be used in different categories."

Miami-Dade

"Because of poor timing we were not able to spend all of our allocation - we will carry over the balance and use federal monies to continue."

Macalester College

"Funding is difficult and complicated (and) expenses are difficult to allocate."

University of Southern California

"I will expand the program to other agencies if the 20% Match is modified to allow in-kind support to be counted as part of the 20% Match."

Wayne State

"If monies allow we (will) hire more tutors to service more students."

University of Illinois

"We will allocate more slots to the ABE Centers."

Texas Southmost

"We will use other college work study students as much as allocation will allow."

Texas Southern

"We will hire and train more tutors and develop a more practical and stronger training program."

"Though CWS includes 4% amount for Administrative costs this is not available to us as it is used at the State Government level. This caused major problems in trying to train people."

SUNY Brockport

APPENDIX A

Program Directors At Institutions in the College Work-Study Literacy Project

Institution Number

1. Augsburg College 731 - 21st Ave. So. Minneapolis, MN 55454	Herald A. Johnson (612) 330-1046	
2. Boston University 881 Commonwealth Avenue Boston, MA 02215	Ann McCormick (617) 353-2896	Ruth Nickse (617) 353-4667 BU/ALI
3. College of St. Thomas 2115 Summit Avenue St. Paul, MN 55105	Thomas McCamer (612) 647-5820	
4. Columbia University 206 Lewisohn Hall New York, NY 10027	Robert J. Gallione, Jr. Columbia Univ. Literacy Initiative (212) 280-2391	
5. Delaware County Community College Rt. 252 Media, PA 19063	Bridget Martin Adult Literacy Work Study Project (215) 359-5034 (215) 359-5324	
6. Kansas Newman College 3100 McCormick Avenue Wichita, KA	Jim Anderson (316) 942-4291	
7. Laredo Jr. College West End Washington Street Laredo, TX 78040	Richard L. Rodrigues Adult Basic Training (512) 722-0521	
8. Macalester College 1600 Grand Avenue St. Paul, MN 55105	Susan Lowe Partnership in Adult Literacy (612) 696-6384	
9. Miami-Dade Community College 300 NE 2nd Avenue Miami, FL 33132	Dr. L. Kim Porter (305) 577-6876	
10. Morris Brown University 643 Martin Luther King, Jr. N.W. Atlanta, GA 30314	Ella Davis-Heard Adult Literacy Initiative Program (404) 525-7831 ext. 261	
11. Portland Community College 12000 S.W. 49th Avenue Portland, OR 97219	Susan Bach Work Study Literacy Tutoring (503) 244-6111	
12. Princeton University Nassau Street Princeton, NJ 08544	Bob Cunningham Princeton Adult Literacy Program (609) 452-3334	

13. State University of New York at Brockport
Brockport, NY 14420
Rick Kincaid
Adult Literacy Project
(716) 395-2468

14. Texas Southern University
3100 Cleburne
Houston, TX 77004
Irma T. Malloy
Adult Literacy
(713) 527-7227

15. Texas Southmost College
14 Crownridge
Brownsville, TX 78520
Jaime Chahin
(512) 546-2802

16. University of Illinois
P.O. Box 4348
Chicago, IL 60680
Linda Gilbert
Educational Assistance Program
(217) 996-5040

17. University of Southern California
University Park
Los Angeles, CA 90007
Michael Holzman
Model Literacy Project
(213) 743-5672

18. Wayne State University
5950 Cass Avenue
Detroit, MI 48202
George Emery
Adult Literacy Initiative
(313) 577-3441

APPENDIX B

Institutional Participants and Community Collaborators

Augsburg College

Project Name: None indicated

Collaborators:
Macalester College
College of St. Thomas
Minnesota Literacy Council
B. Dalton Booksellers

Boston University

Project Name: Boston University Adult Literacy Initiative

Collaborators:
Jackson-Mann Community School
Area Planning Action Counsel (APAC)
Literacy Volunteers of Massachusetts

College of St. Thomas

Project Name: St. Paul Literacy Project

Collaborators:
Augsburg College
Minneapolis Community Education

Columbia University

Project Name: None indicated

Collaborators:
American Reading Council
Intermediate School #165
Urban League
Bank Street School of Education
Riverside Adult Learning Center
Literacy Assistance Center
Literacy Volunteers of New York City, Inc.

Delaware County Community College

Project Name: Adult Literacy Work Study Project

Collaborators:
Women's Alternative Center
Delaware County Literacy Council
Office of Employment and Training

Kansas Newman College

Project Name: None Indicated

Collaborators:
Dunbar Adult Education Center
USD 259 Continuing Education

Laredo Junior College

Project Name: Adult Basic Training

Collaborators: Boy's Club of America

Macalester College

Project Name: Partnership in Adult Literacy

Collaborators: Augsburg College
College of St. Thomas
Minnesota Literacy Council, Inc.
B. Dalton Booksellers

Miami-Dade Community College

Project Name: None Indicated

Collaborators: No community collaboration indicated

Morris Brown College

Project Name: Adult Literacy Initiative Program

Collaborators: No community collaboration indicated

Portland Community College

Project Name: Work-Study Literacy Tutoring

Collaborators: Oregon State University
N/NE Portland Cooperative Literacy Project

Princeton University

Project Name: Princeton Adult Literacy Project

Collaborators: Princeton Public Library
Trenton Adult Education Center

State University of New York at Brockport

Project Name: Adult Literacy Project

Collaborators: Educational Opportunity Center
Orleans County Adolescent Project
Neglected and Delinquent Project
Migrant Education Project

Texas Southern University

Project Name: Adult Literacy Project

Collaborators: Houston Community College
Literacy Advance
Houston Public Library

Texas Southmost College

Project Name: None indicated

Collaborators: Brownsville Independent School District
Adult Basic Education Center

University of Illinois - Chicago

Project Name: Educational Assistance Program

Collaborators: Garrett Theological Seminary
Westside Community Settlement House
Literacy Volunteers of America
Literacy Council of Chicago
American Library Association

University of Southern California

Project Name: Model Literacy Project

Collaborators: California Conservation Corps/Del Morte

Wayne State University

Project Name: Adult Literacy Initiative

Collaborators: Veterans Educational Opportunities Program
Community Education Program
Special Student Services

APPENDIX C

THE NATIONAL ADULT LITERACY INITIATIVE

On September 7, 1983 President Ronald Reagan and Education Secretary T.H. Bell announced an Initiative to promote adult literacy in this country. The Adult Literacy Initiative coordinates Federal literacy activities, promotes awareness, voluntarism, and the recruitment of new service groups, and collaborates with, and builds on, existing adult literacy efforts.

The need for these efforts is supported by the estimates that at least 23-27 million Americans, or one in five, are functionally illiterate, unable to fill out job application forms, understand important health instructions, or pass a written drivers' test. The economic, social and psychological costs of adult illiteracy are borne by the individual and by society at large.

The Initiative activities include cooperation with the Coalition for Literacy National Awareness Campaign, which recruits volunteers and funds for literacy efforts; participation in the National Adult Literacy Project, an adult literacy research project funded by the National Institute of Education through the Far West Laboratory; The Federal Employee Literacy Training Program; encouragement of public and private sector partnerships and state literacy initiatives; networking and conference activities; and the College Work-Study Program, which is described in this report.

> "It will take a united effort by all our people to achieve our goal: The elimination of adult functional illiteracy in the United States. In this decade, America faces serious challenges on many fronts: to our national security, our economic prosperity, and our ability to compete in the international marketplace. If we're to renew our economy, protect our freedom, we must sharpen the skills of every American mind and enlarge the potential of every individual American life. Unfortunately, the nidden problem of adult illiteracy holds back too many of our citizens, and as a nation, we, too, pay a price.

Let us today resolve to roll up our sleeves and get to work, because there's very much to be done. Across this great land, let those of us who can read teach those of us who cannot. Let the lights burn late in our classrooms, our church basements, our libraries and around our kitchen tables, wherever we can gather to help others help themselves to the American dream."

President Ronald Reagan
September 7, 1983
The White House

For further information about the Initiative contact:

Diane Welch Vines, Director
Adult Literacy Initiative
U.S. Department of Education
Washington, D.C. 20202
(202) 472-9020

For information about literacy contact:

Clearinghouse on Adult Education
Washington, D.C. 20202

For further information about local literacy programs call:

1-800-228-8813

APPENDIX D

NATIONAL ASSOCIATION OF STUDENT EMPLOYMENT ADMINISTRATORS

PURPOSES

The purposes and goals of the National Association of Student Employment Administrators are as follows:

1. To bring together the officials of colleges and universities who are responsible for student employment programs and representatives of business, industry, labor, and government;

2. To emphasize student employment as an educational factor in the development of effective and productive citizens and as an economic factor in providing financial support for students in higher education;

3. To encourage and assist in developing communications and working relations with and among regional student employment associations;

4. To organize a permanent national council of educators, students, and leaders in business, industry, labor and government in order to give national direction to the National Association of Student Employment Administrators and provide advice and recommendations to higher education regarding educational needs which will, in turn, contribute to a partnership of Labor and Academia;

5. To provide an annual conference and support a national journal as an effective forum for the problems, issues, and prospects of student employment programs between educational institutions and employers of students; and,

6. To support and encourage the professional development of student employment administrators in higher education, by providing quality programming, services, and a systematic network for information dissemination and collection.

GOALS

To share information and expertise and reaffirm dedication and direction; to unite our abilities to better serve the economic and educational needs of college students; to fulfill through education and dedication to work ethics the needs of employers for well educated employees; and to employ the machinery for higher education, business, industry, labor and government for the promotion of the economic and social advancement of all people by preparing students to accept their role as productive and responsible members of society.